

SCHOOL-HOME LINKS

Reading Kit

First Grade Activities

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Acknowledgements

The *School-Home Links Reading Kit* was developed for teachers, families, and reading partners through the Compact for Reading Initiative, an activity of the Partnership for Family Involvement in Education at the U.S. Department of Education. The purpose of the *School-Home Links Reading Kit* is to encourage greater family, school, and community involvement in the education of children, and to improve their skills and achievements in reading and other language arts. The Kit is organized around a skills framework provided in the National Academy of Sciences' report, *Preventing Reading Difficulties in Young Children*, and a reading framework developed by Edward Kame'enui and Deborah Simmons of the University of Oregon. Each reading skill activity has been aligned to a Maryland State Reading Standard.

Teams of teachers at the kindergarten through third-grade levels developed the *School-Home Links Reading Kit*. One team coordinated by Mary Russo and Jonna Casey of the Boston Annenberg Challenge included Margaret Sands, Kathleen Baron, and Crystal English of the Mason School in Boston. Another team coordinated by Ellie Topolovac, superintendent of Solana Beach School District in California, included Susana Baum, Janet Brice, Jamie Crowley, Rhona Grant, Deborah Hays, Cristy Maxcy, Marla Sammulu, David Topolovac, and Patricia Totina. Selected activities were adapted or reprinted with permission from *How to Tutor Your Child in Reading and Writing* (1998), published by the Educational Resources Information Center (ERIC) Clearinghouse on Reading English and Communication at Indiana University and the Family Learning Association, and *Spelling By Writing* (1998) by Carl Smith, published by ERIC and the Family Learning Association. Susana Bonis, Shira Herman, Alex Campbell, Sandra Richardson, and Azalea Saunders provided editing and formatting assistance. Alan Ginsburg and Susan Thompson-Hoffman coordinated the overall effort. These materials were extensively reviewed by teams of parents, teachers, and administrators and by participants at the 1998 Improving America's Schools Act and Title 1 Parents' Conferences. The McFarland & Associates education consultant firm (Drs. Brenda J. Green, Barbara W. Milton, and Mr. Larry Haworth) worked on and assigned the Maryland Standards to each activity with consultation from the Maryland State Department of Education's Reading Specialist (Ms. Michele Goady).

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INTRODUCTION

A Word to Families and Tutors About the Use of the School-Home Links Activities

Research tells us that when family members work with their child on school work and become involved in their child's school, their child is more likely to succeed in school. Whether you are a family member, extended family member, or a learning partner/ tutor, working with your child to support work done at school can make a real difference!

The School-Home Links activities provided in this kit are keyed directly to reading activities that teachers typically do with children in school. These activities are directly linked to the Maryland State Reading Standards. These School-Home Links provide your family with an extra opportunity for more learning at home.

The School-Home Links are intended to be family activities. Your child will need your support in completing these activities. Most of the activities are not meant to be done alone. Remember that every child learns at his or her own speed, and most children learn within three-year developmental periods. Some children acquire the skills of a developmental period early, others will take longer and may need to work harder. This means your child may find the School-Home Links very easy, or on grade level, or difficult, depending upon your child's rate of growth. Wherever your child is, when you work with your child daily on the School-Home Links and similar reading activities, you can help your child grow steadily in reading and improve important skills.

Here are some tips for working on the School-Home Links activities:

- Start each School-Home Links activity time by reading the boxed note to you from the teacher, starting "Dear Family." This note tells you what your child is learning in school, if your child's teacher sends the activity home, and the purpose of doing the School-Home Links activity at home.
- Next read the directions for the activity. If the directions are addressed to you, work with your child on the School-Home Links as suggested. If the directions are written to your child, read them out loud to your child, unless your child can read them alone. After all, the more practice your child gets reading, the better a reader your child will be.
- If you or your child would like extra support, ask your child's teacher to work with your child in school and also assign a learning partner or tutor who can meet regularly with your child after school. There are many community organizations, such as your local library, that can provide tutors.

-
- Provide any comments you may have about your child's reading work or work on the Home Links at the bottom or back of the School-Home Links. This information can help your child's teacher adjust the level of the Home Links or provide in-school help to better meet your child's needs.
 - Each School-Home Links activity ends with a space for your child to sign the page, showing he or she has worked on the activity, and a space for you to sign the page, showing that you have worked with your child on the activity.
 - Finally, the time you spend helping your child to read and write now is a gift for a lifetime! Reading is the foundation for all other knowledge!

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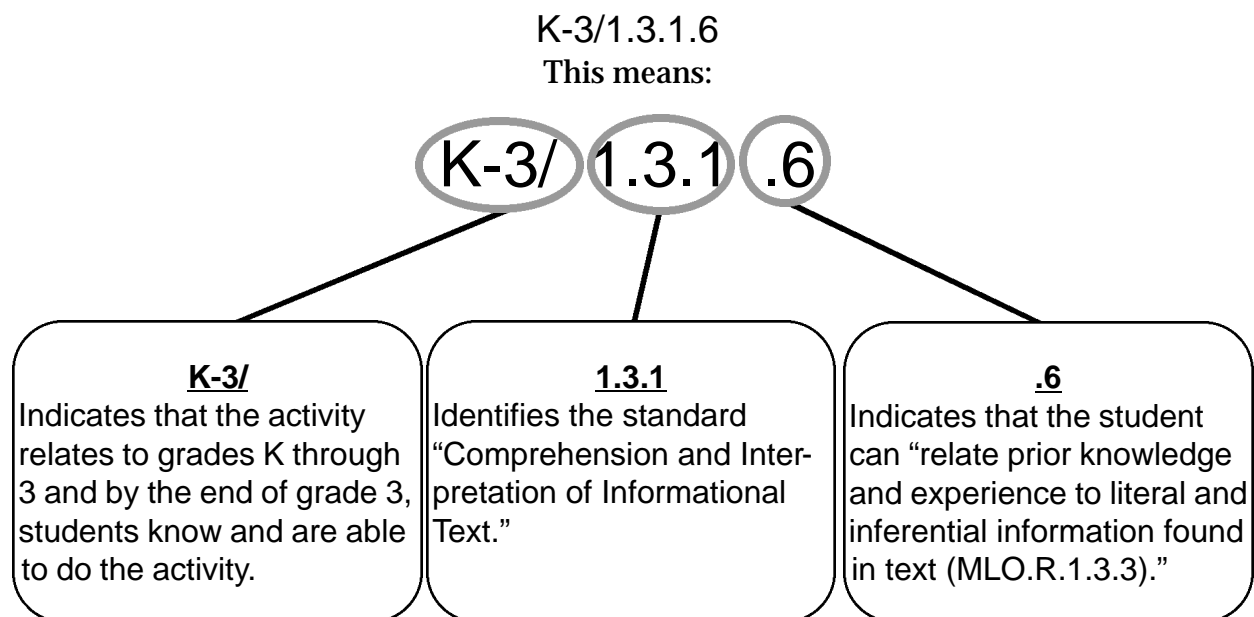
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Home-Link Activity Locator

First Grade

Each discipline in Maryland has a state-mandated framework required by law, and the Home-Links Activities comply with the English Language Arts curricula framework. This framework is known as the Maryland State Standards, and the Home-Link Activities are identified with the Reading guidelines. Thus, each exercise in the Home-Links Activities relates to a **Maryland State Reading Standard**. A **Maryland State Reading Standard** will be found at the bottom of each activity page. The English Language Arts includes four processes, which are: reading, writing, listening, and speaking. These four process areas have two contents: language and literature. All six of these areas have been utilized throughout the exercises in this document. The numbering that you will see at the bottom of the page identifies the appropriate **Maryland State Reading Standard**. For example, what you will see is a number like:



As a result of the Reading Standards, the Maryland Department of Education established Maryland Learning Outcomes for Reading (MLO.R) that serve as the bases for Maryland school performance assessment at grades 3, 5, and 8. Together, the reading Standards and Maryland Learning Outcomes clearly define for the Maryland community what students must know about the reading in Kindergarten through Third grade.

We have established a Home-Link Activity Locator to assist teachers, parents, and tutors to identify which activity relates directly to a Maryland State Reading Standard and Maryland Learning Outcome. We hope this activity locator will provide you with immediate access to a standard that you may desire to assign an activity.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about the different parts of a book.

Use the book sent home by your teacher or one that you already have at home.

- Use your finger to point to the title. The title is the name of the book.
- Use your finger to point to the author. The author is the person who wrote the book.
- Turn to the title page. The title page is the first page inside the bookcover.
- Turn to the table of contents. This page tells you what is in the book and what page you will find it on.
- **More Fun:** Pick another book. Point to the book's name (title) and to the person who wrote the book (author). Find the title page and table of contents.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about the different parts of a book.

Use the book sent home by your teacher or one that you already have at home.

- Point to and read the title and author of the book.
- Show your family the title page and table of contents.
- Read the book.
- **More Fun:** Use your finger to point out the book's illustrator. Point out the dedication of the book, if there is one.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.1.5 Recognize that printed materials provide information. K-3/1.3.1.2 Identify the front and back covers and title page of a book. K-3/1.3.6.2 Evaluate directions for clarity (MLO.R.3.4.1) and identify additional information needed to perform the task (MLO.R.3.2.8).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about books that are “make-believe” (fiction).

- Read a book that is about make-believe people or animals and their lives. Make-believe stories are called **fiction**.
- Then write three things about the story that are make-believe. This will tell you why the story is fiction.

The story, _____, is fiction because:

1. _____

2. _____

3. _____

- **More Fun:** Write the name of another book you have read that is fiction.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about books that are true (nonfiction).

Read a nonfiction book sent home by your teacher.
True stories are called **nonfiction**.

- Write three reasons why this book is a nonfiction (true) book.

The story, _____, is nonfiction
because:

1. _____

2. _____

3. _____

- **More Fun:** Tell your family why you liked reading this nonfiction story.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that “make-believe” (fiction) stories are different from true (nonfiction) stories.

- Read “Sharks.”
- Think about whether it is a “make-believe” (fiction) story or a true (nonfiction) story.
- Put an X on the line below to show whether the passage is fiction or nonfiction.

Sharks

A shark is a fish.
A shark eats small fish.
It lives and swims in
the sea.
It has sharp teeth.

_____Fiction _____Nonfiction

- **More Fun:** Read another story. Tell your family whether it is fiction or nonfiction.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning what a sentence is.

- A sentence begins with a capital letter and ends with a period.
- Underline each sentence below.

The Walk

Bob and Mary walk in the park. They see birds in the sky. They play in the sand. Bob and Mary walk home. They have so much fun!

- **More Fun:** Pick any book. Show where a sentence in the book begins and ends. Find three more sentences.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/4.3.2.1 Identify and use standard English language conventions correctly to communicate clearly, including sentence structure (e.g., simple, compound, complex sentences); punctuation (e.g., end marks, commas in a short series); capitalization (e.g., countries, names, months); usage (e.g., subject/verb agreement by number) (MLO.L.1.1).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning what a sentence is and where it begins.

The first letter in a sentence is a capital letter.

- As you read each line, circle the first letter of the sentence.
 1. Don the dog dug a big hole.
 2. Four fish swim in the lake.
 3. Sally swam in the sea.
 4. Five flies flew fast to find food.
 5. Let's jump up, down, and all around.
- **More Fun:** As you read the story below, circle the first letter of each sentence.

Don the dog dug a big hole. He put his bone in the hole. Later, Don went back to find his bone. It was good to eat.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/4.3.2.1 Identify and use standard English language conventions correctly to communicate clearly, including sentence structure (e.g., simple, compound, complex sentences); punctuation (e.g., end marks, commas in a short series); capitalization (e.g., countries, names, months); usage (e.g., subject/verb agreement by number) (MLO.L.1.1).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that a capital (uppercase) letter is used at the beginning of a sentence.

- Using a pencil, draw a circle around the first letter of each sentence in "Kelly's Kite."

Kelly's Kite

Kelly has a new kite. Her kite is pink. It has blue stars on it. Her kite looks big in the sky. Kelly likes her new kite.

- **More Fun:** Pick any book at home and find the beginning of each sentence on a page. Point to the spaces between the sentences.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/4.3.2.1 Identify and use standard English language conventions correctly to communicate clearly, including sentence structure (e.g., simple, compound, complex sentences); punctuation (e.g., end marks, commas in a short series); capitalization (e.g., countries, names, months); usage (e.g., subject/verb agreement by number) (MLO.L.1.1).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning what letters, words, and sentences are.

As you read each line below, tell whether each item is a letter, a word, or a sentence. Circle the answer.

1. The bus is here.

letter

word

sentence

2. cat

letter

word

sentence

3. b

letter

word

sentence

4. It is my hat!

letter

word

sentence

- **More Fun:** Pick any book and find letters, words, and sentences in it.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is beginning to learn about beginning sounds.

- Say the name of each picture.
- Write the letter for the beginning sound of each word.































Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.1 Distinguish beginning, middle, and ending sounds in words.

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SCHOOL-HOME LINKS

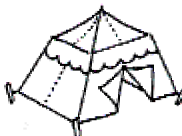
Child's name _____

Dear Family, Your child is beginning to learn about the first sound in each word.

- Say the name of each picture.
- Write the letter for the beginning sound of each word.

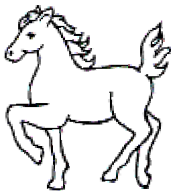


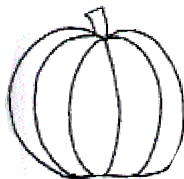












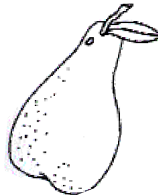


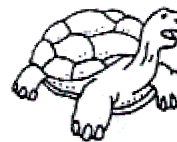














Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.1 Distinguish beginning, middle, and ending sounds in words.

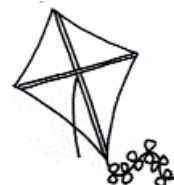
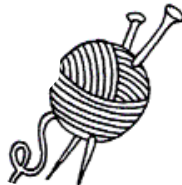
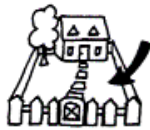
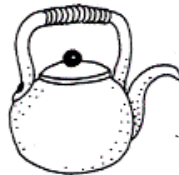
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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about the beginning sound of each word.

- Say the name of each picture.
- Write the letter for the beginning sound of each word.



Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.1 Distinguish beginning, middle, and ending sounds in words.

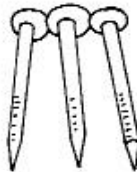
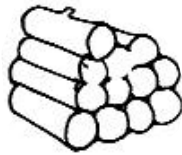
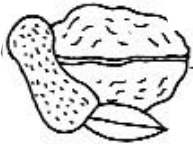
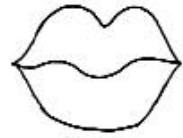
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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is beginning to learn about the beginning sounds of words.

- Say the name of each picture.
- Write the letter for the beginning sound of each word.



Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.1 Distinguish beginning, middle, and ending sounds in words.

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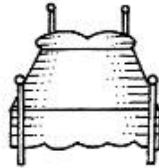
Child's name _____

Dear Family, Your child is beginning to learn about the beginning sound of each word.

- Name each picture.
- Write the letter for the beginning sound of each word.











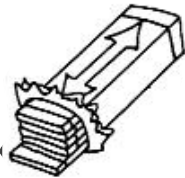






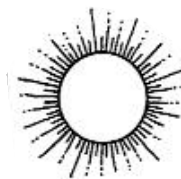














Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.1 Distinguish beginning, middle, and ending sounds in words.

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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to focus on the sound he or she hears at the beginning of words.

- Say each word to your child.
- Ask your child to tell you the sound (not the letter) each word begins with.

1. book

5. tail

2. cake

6. goat

3. hat

7. nurse

4. coat

8. rock

- **More Fun:** Choose five words from a book you are reading. Say the word. Say the sound you hear at the beginning of each word.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

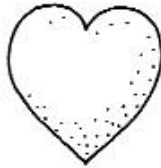
Child's name _____

Dear Family, Your child is learning that every word has an ending sound.

- Name each picture.
- Write the letter of the ending sound of the word for each picture.



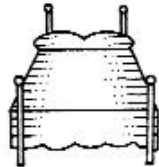




























Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.1 Distinguish beginning, middle, and ending sounds in words.

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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to focus on the sound he or she hears at the end of words.

- Say each word to your child.
- Ask your child to tell you the sound (not the letter) each word ends with.

1. jam

5. harp

2. foot

6. hill

3. ink

7. ox

4. town

8. egg

- **More Fun:** Choose five words from a book you are reading. Say each word. Say the sound that you hear at the end of each word.

Child's signature _____

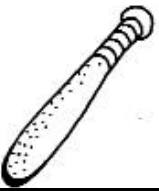







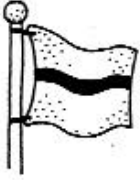



Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about vowel sounds in words.

- Name each picture. Then circle the correct word.

| | | |
|---|---|---|
|  bit bat |  hens hand |  cup cap |
|  pan pen |  crib crab |  fan fin |
|  cross glass |  hat hog |  flag frog |
|  rip rat |  cat cot |  socks jacks |

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.2 Distinguish long and short vowel sounds.



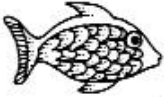

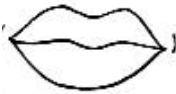
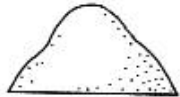






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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about vowel sounds in words.

- Name each picture. Then circle the correct word.
- Listen for the vowel sound.

| | | |
|---|--|---|
|  put pig |  sox six |  fish wash |
|  pat pit |  laps lips |  hill fall |
|  kit cat |  tags twins |  crab crib |
|  pin pan |  wig wag |  dog dig |

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.2 Distinguish long and short vowel sounds.









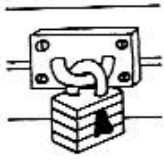



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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning about vowel sounds in words.

- Name each picture. Then circle the correct word.
- Listen for the vowel sound.

| | | |
|---|---|---|
|  pet pot |  doll bell |  sock pack |
|  flag frog |  lip top |  mop map |
|  hat hop |  cob cab |  tack lock |
|  cat cot |  hot hat |  fox fix |

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.1 Distinguish beginning, middle and ending sounds in words. K-3/1.3.2.2 Distinguish long and short vowel sounds.













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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that every word has a vowel sound.

- Name each picture. Then circle the correct word.
- Listen for the vowel sound.

| | | |
|---|---|--|
|  cap cup |  bus boy |  pan pup |
|  bug bag |  six sun |  brush braid |
|  drop drum |  sack duck |  ten tub |
|  nuts mats |  rag rug |  gum ham |

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.1 Distinguish beginning, middle and ending sounds in words. K-3/1.3.2.2 Distinguish long and short vowel sounds.













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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning that every word has a vowel sound.

- Name each picture. Then circle the correct word.
- Listen for the vowel sound.

| | | |
|--|--|--|
|  <p>pen pan</p> |  <p>bed bag</p> |  <p>bird bell</p> |
|  <p>nest list</p> |  <p>jam jet</p> |  <p>vase vest</p> |
|  <p>net nap</p> |  <p>desk mask</p> |  <p>tank tent</p> |
|  <p>stop sled</p> |  <p>hat hen</p> |  <p>bench lunch</p> |

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.1 Distinguish beginning, middle and ending sounds in words. K-3/1.3.2.2 Distinguish long and short vowel sounds.









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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is beginning to learn the short "a" and short "e" vowel sounds.

- Trace the name of each picture.

| | |
|--|--|
|  hat |  bed |
|  nest |  bat |
|  fan |  pen |
|  pets |  man |

Child's signature _____

Parent's (Learning Partner's) signature _____


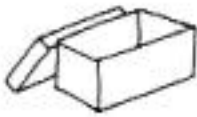






K-3/1.3.2.2 Distinguish long and short vowel sounds.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is beginning to learn the short "i", short "o", and short "u" vowel sounds.

- Trace the name of each picture.

| | |
|--|--|
|  cup |  box |
|  bib |  bus |
|  doll |  pig |
|  fish |  cot |

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.2 Distinguish long and short vowel sounds.





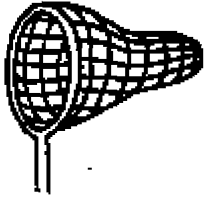



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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning the short vowel sounds.

- Trace the name of each picture.

| | |
|---|--|
|  pan |  pin |
|  rug |  bat |
|  net |  top |
|  pig |  web |

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.2 Distinguish long and short vowel sounds.

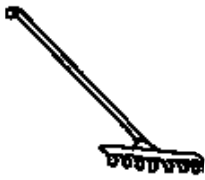
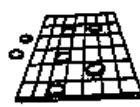




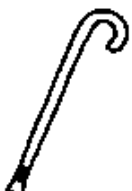



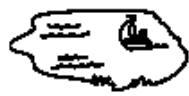

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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning the long vowel sounds.

- Name each picture. Then circle the correct word.
- Listen for the vowel sound.

| | | |
|--|---|--|
|  <p>rake woke</p> |  <p>dime game</p> |  <p>nose vase</p> |
|  <p>joke cake</p> |  <p>plane pine</p> |  <p>plot plate</p> |
|  <p>cane bone</p> |  <p>skip skate</p> |  <p>smile whale</p> |
|  <p>bike bake</p> |  <p>like lake</p> |  <p>gate kite</p> |

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.2 Distinguish long and short vowel sounds.



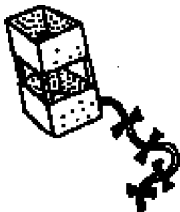



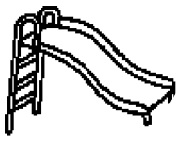





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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning the long vowel sounds.

- Name each picture. Then circle the correct word.
- Listen for the vowel sound.

| | | |
|--|--|---|
|  bike bake |  nine tune |  late kite |
|  mice race |  were tire |  hive wave |
|  rode slide |  sale smile |  dime name |
|  made bride |  pipe tape |  frog fire |

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.2 Distinguish long and short vowel sounds.

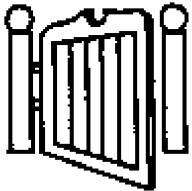
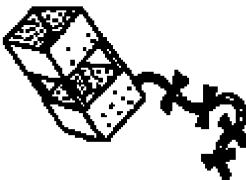






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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning the long "a" and long "i" vowel sounds.

- Trace the name of each picture.

| | |
|---|---|
|  gate |  kite |
|  smile |  cage |
|  lake |  bride |
|  bike |  cape |

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.2 Distinguish long and short vowel sounds.






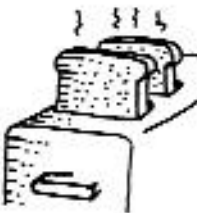

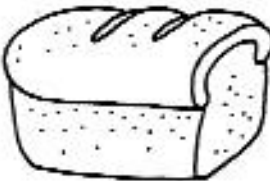

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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning the long "o" vowel sound.

- Circle the correct word for each picture.

| | | |
|--|--|--|
|  boat book |  tree toad |  goat good |
|  read road |  soap stop |  toast today |
|  float found |  lost loaf |  copy coat |

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.2 Distinguish long and short vowel sounds.













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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning the double vowel long "e" sound.

- Name each picture. Then circle the correct word.
- Listen for the vowel sound.

| | | |
|--|---|--|
|  <div>bed bee</div> |  <div>seal silly</div> |  <div>leaves lives</div> |
|  <div>thing three</div> |  <div>peas puts</div> |  <div>screen school</div> |
|  <div>where wheel</div> |  <div>clown cheese</div> |  <div>peach piano</div> |
|  <div>time tree</div> |  <div>nose needle</div> |  <div>meal made</div> |

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.4 Blend vowel-consonant sounds, consonant blends, and vowel-vowel sounds to make words or syllables.





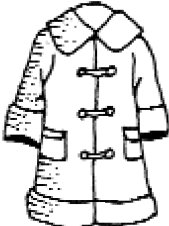



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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning the long “e” and long “o” vowel sounds.

- Trace the name of each picture.

| | |
|--|---|
|  boat |  feet |
|  seal |  soap |
|  coat |  trees |
|  meal |  toast |

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.4 Blend vowel-consonant sounds, consonant blends, and vowel-vowel sounds to make words or syllables.

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SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to focus on the middle sound in one-syllable words.

- Circle the words that have the same middle sound as the first word in each row.

| | | | | |
|---------------|-----|------|------|------|
| 1. big | hit | mop | went | thin |
| 2. cut | yes | glad | run | sick |
| 3. get | gum | wag | hill | men |
| 4. map | hop | kid | lad | met |
| 5. red | fin | wet | fog | tan |
| 6. pop | pit | sat | dot | tub |

- **More Fun:** Circle the center sounds in each of the words in this sentence:

Sam got ham with jam.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning what a letter is.

- Draw a line under the letters in each row.

Example: 3 9 h 7 t

| | | | | | |
|------|---|---|---|---|---|
| 1. a | b | 5 | 6 | b | a |
| 2. h | 3 | 2 | 7 | t | p |
| 3. 9 | 6 | 5 | f | h | m |
| 4. m | n | 8 | z | x | c |
| 5. i | 4 | 7 | r | d | g |

- **More Fun:** Write the lowercase letters of the alphabet on a piece of paper in order from a to z.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning what an uppercase (capital) letter is, such as A, D, and E.

- Uppercase (capital) letters are usually twice as big and they are shaped differently than lowercase letters.
- Circle the letters that are uppercase (capital) letters.

| | | | | |
|---|---|---|---|---|
| A | M | B | r | g |
| y | N | T | H | q |
| g | Y | K | l | e |

- **More Fun:** Open a book to any page. Point with your finger to uppercase (capital) letters.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning what a lowercase letter is, such as a, d, and f.

- Lowercase letters are the small letters.
- Circle the lowercase letters.

| | | | | |
|---|---|---|---|---|
| W | J | A | a | J |
| L | Q | t | E | m |
| g | R | r | W | F |

- **More Fun:** Open a book to any page. Use your finger to point to the lowercase letters.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning what upper- and lower-case letters are.

- Look at each letter.
- Draw a line under all the uppercase (capital) letters.

Example: t Q X n a

| | | | | | |
|---|---|---|---|---|---|
| L | z | T | Q | u | p |
| M | S | b | A | f | r |
| j | B | X | t | J | V |
| a | d | E | C | g | B |
| n | K | y | M | e | N |

- **More Fun:** Look in the book you are reading. Point to and name 10 uppercase letters.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning what upper- and lower-case letters are.

- Look at each letter.
- Draw a line under all the uppercase (capital) letters.

Example: L z I Q a

| | | | | | |
|---|---|---|---|---|---|
| t | O | X | n | Z | y |
| R | U | r | u | V | s |
| v | W | Y | C | A | w |
| Q | S | m | q | B | F |
| e | d | f | E | K | D |

- **More Fun:** As you read books, look for uppercase letters.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to sound out letters in order to read words.

- A letter or a group of letters makes a sound.
- Say each sound slowly.
- Read the word.

1. sk - i p → skip

2. sl - i - p → slip

3. tr - a - p → trap

4. pl - a - y → play

5. tw - i - g → twig

- **More Fun:** Write as many words beginning with the letters /tr/ that you can think of below.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.4 Blend vowel-consonant sounds, consonant blends, and vowel-vowel sounds to make words or syllables. K-3/1.3.3.2 Associate all consonant and vowel sounds and consonant blends to appropriate letters and combine these sounds into recognizable words.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to sound out letters in order to read words.

- A letter or a group of letters makes a sound.
- Say each sound slowly.
- Read the word.

1. pl - u - g → plug

2. dr - u - m → drum

3. fl - e - d → fled

4. st - o - p → stop

5. gl - a - d → glad

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.4 Blend vowel-consonant sounds, consonant blends, and vowel-vowel sounds to make words or syllables. K-3/1.3.3.2 Associate all consonant and vowel sounds and consonant blends to appropriate letters and combine these sounds into recognizable words.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to sound out and read words.

- A letter or a group of letters makes a sound.
- Say each sound slowly.
- Read the word.

- | | | | |
|----|------------|--------|------|
| 1. | th - i - s | _____→ | this |
| 2. | wh - e - n | _____→ | when |
| 3. | ch - i - n | _____→ | chin |
| 4. | b - a - th | _____→ | bath |
| 5. | f - i - sh | _____→ | fish |

- **More Fun:** Say a friend's name quickly ("Sam"). Then say each letter in the name slowly ("S-a-m"). Do this for the names of people in your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.4 Blend vowel-consonant sounds, consonant blends, and vowel-vowel sounds to make words or syllables. K-3/1.3.3.2 Associate all consonant and vowel sounds and consonant blends to appropriate letters and combine these sounds into recognizable words.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to sound out and read words.

- A letter or a group of letters makes a sound.
- Say each sound slowly.
- Read the word.

| | | |
|---------------|--------|------|
| 1. th - e - m | _____→ | them |
| 2. m - u - ch | _____→ | much |
| 3. th - a - n | _____→ | than |
| 4. w - i - th | _____→ | with |

- **More Fun:** Listen to the words of a song on the radio. Take one word that the singer separates into many sounds. Say the word as the singer does. Then say that word quickly.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.4 Blend vowel-consonant sounds, consonant blends, and vowel-vowel sounds to make words or syllables. K-3/1.3.3.2 Associate all consonant and vowel sounds and consonant blends to appropriate letters and combine these sounds into recognizable words.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to read words fluently.

- Look at each letter or group of letters in a word.
- Say the sounds quickly.
- Say the word.

trap

play

brick

club

chin

gold

truck

stop

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.4 Blend vowel-consonant sounds, consonant blends, and vowel-vowel sounds to make words or syllables. K-3/1.3.3.2 Associate all consonant and vowel sounds and consonant blends to appropriate letters and combine these sounds into recognizable words.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to read words fluently.

- Look at each letter or group of letters in a word.
- Say the sounds quickly.
- Say the word.

went

trip

sock

this

under

nickel

- **More Fun:** Every person has one or more favorite words. What is your favorite word? Say each of the sounds in the word and write it below.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.2.4 Blend vowel-consonant sounds, consonant blends, and vowel-vowel sounds to make words or syllables. K-3/1.3.3.2 Associate all consonant and vowel sounds and consonant blends to appropriate letters and combine these sounds into recognizable words.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to read common sight words.

- Write out the word lists below.
- Read the words on each list.

like

now

and

she

then

give

has

he

this

that

thing

will

them

with

how

- **More Fun:** Save the word lists. When reading books, point out words from the lists.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to put sounds together to make words.

- Look at each letter in each of the words below.
- Say all of the sounds the letters make in the word.
- Say the sounds again quickly.
- Now say the word.

at

van

bus

pod

fun

jig

yet

rot

sip

rub

fed

not

- **More Fun:** Can you find any of the above words in a book you are reading? How many did you find?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to put sounds together to make words.

- Look at each letter in each word.
- Say all of the sounds the letters make in the word.
- Say the sounds again quickly.
- Now say the word.

twig

stop

plot

glad

slid

most

snap

smog

drum

hold

hats

dust

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read words.

- Each letter combination (pair of letters) makes one sound.
- Say the sound of the letter combination.
- Read the word.

qu

as in

quit

th

as in

that

wh

as in

whip

ch

as in

chest

sh

as in

shell

- **More Fun:** Say five words that begin with /th/. Write them below.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.3.1 Recognize and identify all shapes and upper- and lowercase letters. K-3/1.3.3.2 Associate all consonant and vowel sounds and consonant blends to appropriate letters and combine these sounds into recognizable words.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read.

- Ask someone in your family to read the story below to you.
- Then practice reading the story by yourself.
- Now read the story to your family. Try to read it better each time.
- Read the story to your teacher.

Spot the Cat

Spot the cat sat still on the rug.
She did not move much.
Spot liked to think all day long.
Spot just sat day after day.

- **More Fun:** In the book you are reading with your family, tell your family that you will be looking for words you can read by yourself. Pick out 10 words that you can read by yourself and read them to your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read smoothly and without stopping.

- Ask one of your family members to read the story below with you.
- Then practice reading the story by yourself.
- Now read the story to your family. Try to get every word right.
- Read the story to your teacher.

The Three White Ducks

Three white ducks, three white ducks,
See how they walk, see how they walk.
They swam in the pond going left and right,
They did not stop until the moon was light.
The ducks swam and swam until it was night,
The three white ducks, the three white ducks.

- **More Fun:** Draw a picture of the three white ducks.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read harder text.

- Ask someone in your family to read the story below to you.
- Then practice reading the story by yourself.
- Now read the story to your family. Try to get every word right.
- Read the story to your teacher.

Hello

Hello! My name is Kim.
I am six years old.
I am in first grade.
I like going to school.
It is so much fun!

What is your name?
How old are you?
What grade are you in?
Do you like going to school?
Is school fun for you too?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning what a word is.

- A word is made up of many letters. One word is separated from another word by a space.
- Using a pencil, circle each word in the story.

My Cat

Max is my cat.
He is a nice cat.
Max can purr.
Max can take a nap.
I love Max!

- **More Fun:** Pick out any book and point to 10 words in it.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to read “sight” words.

- Sight words are words that cannot be figured out by sounding out the letters.
- Cut out the word lists below.
- Read the words on each list.

have
would
there
said
was

when
why
how
like
what

- **More Fun:** Save the word lists. When reading books, point out words from the lists.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.4.2 Read high-frequency and common, irregular sight words (e.g., have, said, the, of).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to spell “sight” words (commonly used words that cannot be sounded out).

- Read each word on the list.
- Say each letter of the word.
- Cover the word.
- Spell the word.
- Uncover the word and check your spelling.

| Say | Spell | Check |
|--------|-------|-------|
| was | _____ | _____ |
| could | _____ | _____ |
| they | _____ | _____ |
| should | _____ | _____ |
| there | _____ | _____ |
| their | _____ | _____ |
| you | _____ | _____ |

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to spell “sight” words (commonly used words that cannot be sounded out).

- Read each word on the list.
- Say each letter of the word.
- Cover the word.
- Spell the word.
- Uncover the word and check your spelling.

| Say | Spell | Check |
|-----|-------|-------|
| all | _____ | _____ |
| of | _____ | _____ |
| one | _____ | _____ |
| saw | _____ | _____ |
| two | _____ | _____ |
| too | _____ | _____ |
| her | _____ | _____ |

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning how to spell “sight” words (commonly used words that cannot be sounded out).

- Read each word on the list.
- Say each letter of the word.
- Cover the word.
- Spell the word.
- Uncover the word and check your spelling.

| Say | Spell | Check |
|------|-------|-------|
| put | _____ | _____ |
| are | _____ | _____ |
| for | _____ | _____ |
| does | _____ | _____ |
| why | _____ | _____ |
| said | _____ | _____ |
| him | _____ | _____ |

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to put words that are alike in groups.

- Read the words below.

desk chair apple bed table

- Which words **belong together**?

- Why do these words **belong together**?

- Which word does **not** belong with the other words?

- Why?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to read new words.

- What are some new words you read or heard today?

- How did you find out what these words mean?

- Use one of the new words to write about something.

- Read your writing out loud and talk about the words with your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.4.7 Use context to determine the meaning of words (semantics). K-3/1.3.5.8 Extract appropriate and significant information from text, including problems and solutions, major points (MLO.R.1.1.3, MLO.R.2.1.4), and identify central ideas in the text (MLO.R. 3.1.3).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to use new words in talking and writing.

- When you are reading a book with your family or listening to people talk, you sometimes see or hear words that are new to you.
- Think of some new words you saw or heard this week. What are they? Your family can help you write them down. You may also need help to understand what the new words mean.

- How did you learn what the new words meant?

- **More Fun:** Use one of the new words to write about something. Read your writing out loud and talk about the words with your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.4.7 Use context to determine the meaning of words (semantics). K-3/1.3.5.8 Extract appropriate and significant information from text, including problems and solutions, major points (MLO.R.1.1.3, MLO.R.2.1.4), and identify central ideas in the text (MLO.R. 3.1.3).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning new words from reading.

- Read a book with your family.
- Choose some words from the book that are new to you.
- Copy them down. Then tell why they are interesting.

Interesting Word _____

I picked this word because _____

Interesting Word _____

I picked this word because _____

Interesting Word _____

I picked this word because _____

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.4.5 Recognize the distinct features of letters and words. K-3/1.3.8.1 Self-select and read at least 25 grade-level appropriate books annually for independent reading for a variety of purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to describe events.

- Write a story about your favorite trip with your family.
- Give your story a title.
- Give as many details as you can.

Title: _____

Story: _____

Read or tell your story out loud to someone in your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.4.1 Write to express personal ideas in stories, poems, plays, and other writings that: convey a message; include small chosen details to develop the imagination (AMQW2.4)

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to follow two-step directions.

- Think about a story you read or heard in school today.
- Do these 2 things:

1. Tell someone in your family about the story you heard.
2. Write two things you remember most about the story.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to make spaces the same size between each word.

- Write a story about your family.
- Be careful to leave a space after each word in your story.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.1.3 Differentiate letters from words. K-3/3.3.4.1 Write to express personal ideas in stories, poems, plays, and other writings that: convey a message; include well-chosen detail to develop the impressions (MLO.W.3.4).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write more than one complete sentence that tells about someone or something.

- Write 2 or more complete sentences that describe your family.

- Did you start each sentence with a capital letter?
- Did you end each sentence with a punctuation mark?

Child's signature _____

Parent's (Learning Partner's) signature _____

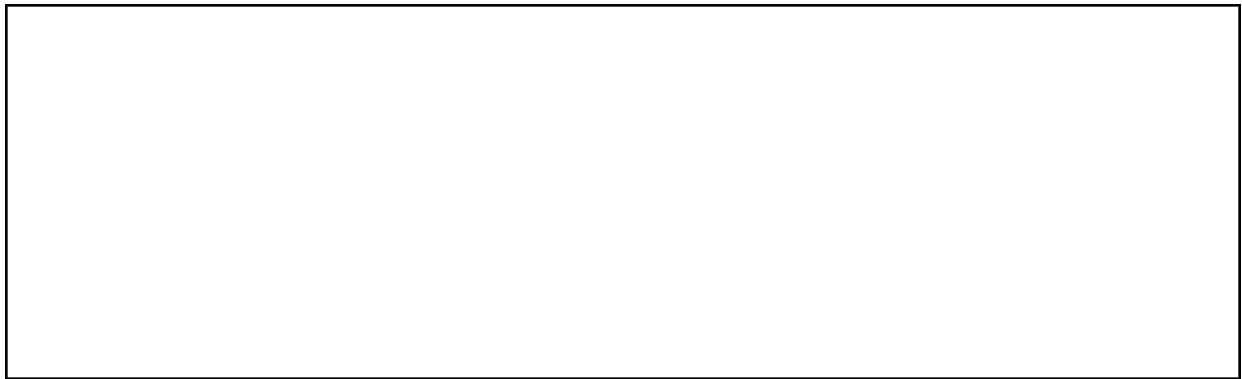
K-3/3.3.3.2 Provide an oral or written explanation of decisions about the topic, use of words, and/or details. K-3/4.3.2.1 Identify and use standard English language conventions correctly to communicate clearly, including sentence structure (e.g., simple, compound, complex sentences); punctuation (e.g., end marks, commas in a short series); capitalization (e.g., countries, names, months); usage (e.g., subject/verb agreement by number) (MLO.L.1.1).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write more than one complete sentence that tells about someone or something.

- Draw a picture of your school.



- Write 2 complete sentences that describe this picture.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.3.2 Provide an oral or written explanation of decisions about the topic, use of words, and/or details.
K-3/4.3.2.1 Identify and use standard English language conventions correctly to communicate clearly, including sentence structure (e.g., simple, compound, complex sentences); punctuation (e.g., end marks, commas in a short series); capitalization (e.g., countries, names, months); usage (e.g., subject/verb agreement by num-

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write several sentences that tell about someone or something.

- What is life in your family like? Write some sentences that describe your family.

- Draw a picture of your family on the back of this page or on another piece of paper to go with your sentences.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.3.2 Provide an oral or written explanation of decisions about the topic, use of words, and/or details. K-3/4.3.2.1 Identify and use standard English language conventions correctly to communicate clearly, including sentence structure (e.g., simple, compound, complex sentences); punctuation (e.g., end marks, commas in a short series); capitalization (e.g., countries, names, months); usage (e.g., subject/verb agreement by number) (MLO.L.1.1).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to share information by speaking and writing about it.

- Tell your family three things that happened in school today. Then write them down as a story.

[illegible]

Child's signature_____

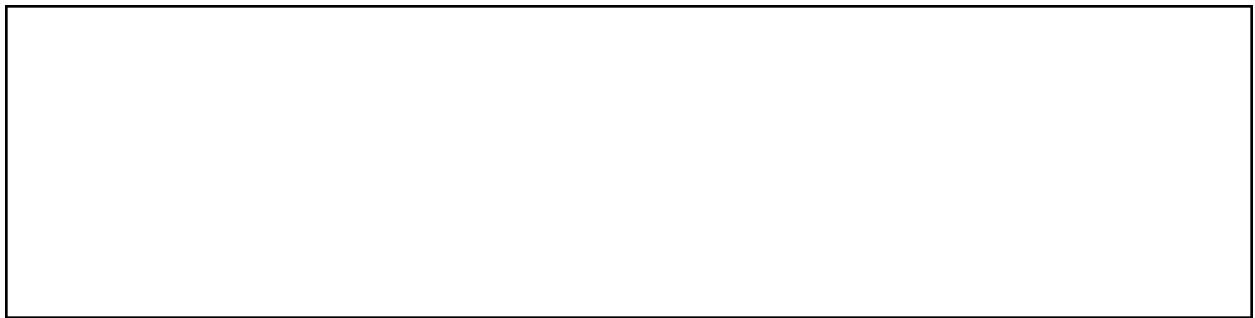
Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write stories.

- Draw a picture of your favorite animal.



- Write a story about your favorite animal.
Remember to tell as many facts as you can about your animal. Use your best writing to describe the animal.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write words and use them in a story.

- Make a list of some of the words you know.

- Write a story using 2 or more of these words.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.3.2 Provide an oral or written explanation of decisions about the topic, use of words, and/or details. K-3/3.3.4.1 Write to express personal ideas in stories, poems, plays, and other writings that: convey a message; include well-chosen detail to develop the impressions (ML.3.W.2.4).

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to write down ideas before writing.

Think about a story you would like to write. What would be a good topic to write about?

- Make a list of all the things you would like to talk about in your story.

- Write your story on the back of this paper or on another piece of paper.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.3.2 Provide an oral or written explanation of decisions about the topic, use of words, and/or details. K-3/3.3.4.1 Write to express personal ideas in stories, poems, plays, and other writings that convey a message; include well-chosen detail to develop the impressions (MI.O.W.3.4)

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to listen to stories to get information.

- Find a story for your family to read to you. The name of the story is:

- Listen carefully while the story is being read to you. What is the story mostly about?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/3.3.3.2 Provide an oral or written explanation of decisions about the topic, use of words, and/or details.

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to notice good reading aloud.

- Please find a quiet place to read.
- Ask someone in your family to read to you there.
- What do you like about listening to a good reader?

- Soon, with practice, you will be reading faster and better!

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS

Child's name _____

Dear Family, Your child is learning to ask questions about stories.

- Listen to a story your family reads to you. Do you have a question you want to ask them about the story? What is your question?

- Ask your family to help you answer your question. What is the answer to your question?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.5.5 Ask clarifying questions concerning essential textual elements of exposition (e.g., why, how) and demonstrate comprehension by pinpointing answers in text.

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to listen to and read different kinds of printed materials—storybooks, poems, newspapers, and magazines.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Find as many different materials to read as you can at home.
- What are some reading materials you found?

- Read from 2 of these things. What was your favorite?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/5.3.1.1 Demonstrate active listening strategies such as managing barriers to listening, orienting to speaker, making visual contact, asking questions, following directions, and responding to cues.

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to talk about a favorite book.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- What is your favorite book?

- Why did you like this book?

- Would you recommend this book to a friend?
Why?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/5.3.1.1 Demonstrate active listening strategies such as managing barriers to listening, orienting to speaker, making visual contact, asking questions, following directions, and responding to cues.

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning about the library.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Visit your local library. Find a book you would like to read.
- Ask your family to help you check it out. Read the book with your family.
- What stood out for you in the book?

- What did you learn about the library?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.8.1 Self-select and read at least 25 grade-level appropriate books annually for independent reading for a variety of purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to increase time spent reading.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Keep a record of how much time you spend reading with your family each week.

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|--------|---------|-----------|----------|--------|----------|--------|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

- Ask your family to help you keep this record. Do this every week.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.8.1 Self-select and read at least 25 grade-level appropriate books annually for independent reading for a variety of purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to get information from different print sources.

- Make the following recipe with your family's help. Ask your family to read the directions aloud. As you cook, ask your family to re-read each step.

Cinnamon Toast

You need:

1 teaspoon cinnamon
2 tablespoons sugar
Slice of bread
Butter

How to fix:

1. Mix the sugar and cinnamon together in a small bowl.
2. Toast the bread, then butter it.
3. Now sprinkle the cinnamon-sugar mixture on top of the buttered toast.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to retell a story.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Tell the story in your own words.
- What happened first?
- What happened next?
- What happened at the end?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning how to draw conclusions from stories.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- What is the main idea of the story?

- What does the author want you to think about the main idea of the story?

- How do you know?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to retell important events in a story.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- In your own words, write about 2 important things that happened in the story.

- Read what you wrote out loud to someone in your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.5.6 Summarize the text (MLO.R. 2.1.1).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning that books talk about things that can happen in his or her own family.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Do you think the person in the story is like you? Why?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.6.3 Evaluate common text features (MLO.R.3.4.2, MLO.R. 2.4.1). K-3/1.3.7.1 Read story passages silently and aloud with fluency, accuracy and appropriate intonation and expression.

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to read at home and at school, alone and with others.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Who read with you at home this week?

- What did you read together?

- Did you read by yourself this week?

- What did you read?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.7.1 Read story passages silently and aloud with fluency, accuracy and appropriate intonation and expression. K-3/1.3.8.1 Self-select and read at least 25 grade-level appropriate books annually for independent reading for a variety of purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to remember information from books.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Go to your classroom, school, or local library.
- Find a book you would like to read.
- Ask your family to help you check it out.
- Read the book with your family.
- Write 2 things you remember most about the book.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.7.1 Read story passages silently and aloud with fluency and accuracy aloud with appropriate intonation and expression. K-3/1.3.8.1 Self-select and read at least 25 grade-level appropriate books annually for independent reading for a variety of purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to answer and ask questions about a story.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- What is the story about?

- If the author of the book were here, what question would you ask?

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.7.1 Read story passages silently and aloud with fluency, accuracy and appropriate intonation and expression. K-3/1.3.8.1 Self-select and read at least 25 grade-level appropriate books annually for independent reading for a variety of purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to listen to a poem read aloud.

- Find a poem for your family to read to you. The name of the poem is:

- Listen carefully while the poem is being read to you.
- What is the poem mostly about?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to stop reading and think about different parts of the story, then continue reading.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

After reading part of the story, ask yourself these questions.

- Do I know what the story is about?
- Do I know where the story takes place?
- Can I tell what the problem is going to be?
- After answering the questions, now finish reading the story.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/2.3.2.2 Identify the elements of plot, character, and setting in literary works (MLO.R.1.1.2) and use these elements in their own stories.

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to guess what will happen in a story.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- When you get to the middle of the book, stop and ask the following question:

What do you think will happen in the rest of the story?

- Now read the rest of the story.
- Was your guess about what would happen right?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to retell information from a book in his or her own words.

- Read a non-fiction book with your family. Write the title and author below.

Title: _____

Author: _____

- Make a list of important facts in the book. Use the back of this paper, or another piece of paper.
- Make sure you include:
 - The topic of the book
 - The main things the author tells you about the topic
 - Your own ideas about the information
- Retell the facts in the book in your own words.

- Read your writing out loud to your family.

Child's signature _____

Parent's (Learning Partner's) signature _____

K-3/1.3.5.8 Extract appropriate and significant information from text, including problems and solutions, major points (MLO.R. 1.1.3, MLO.R.2.1.4), and identify central ideas in the text (MLO.R.3.1.3).

K-3/2.3.2.5 Summarize stories, plays, poems (MLO.R.1.1.1).

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to answer questions about books and stories.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Who is the main character in the story?

- Where did the story take place?

- What is the problem in the story?

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning how to tell what is important in a story.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Write the three most important events that happened in the book.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to tell what a story is mostly about.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- Draw a picture of what the story is mostly about.



- In your own words, write what the story is mostly about.

Child's signature _____

Parent's (Learning Partner's) signature _____

SCHOOL-HOME LINKS / BOOK LINKS

Child's name _____

Dear Family, Your child is learning to remember when events happen in a story.

- Read a book with your family. Write the title and author below.

Title: _____

Author: _____

- What was the first thing that happened in the story?

- Write about what happened in the middle.

- Write about what happened in the end.

Child's signature _____

Parent's (Learning Partner's) signature _____

There is no standard related to this activity but it is important to do.